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ABSTRACT

This book calls for a complete reconceptualization of preparatory programs for educators. It is based on the premise that change in the education of students must be preceded by a change in the education of their teachers. Longterm prevention through the preparation of teachers is advocated. This "primary prevention approach" is compared to medical research on debilitating disease. Just because a cure or solution is not immediately in sight, there is no reason to abandon the research and efforts designed to help arrive at a solution. Fifteen chapters examine the issues of power in schools, higher education, and governance to demonstrate that school reform is a complex problem with no quick-fix answer. Other topics include the development of an undergraduate teacher-education program for liberal arts colleges; a focus on teaching children, not subject matter; governance and the definition of resources; collegiality; the demonstration of subject relevance to students; the teacher-administrator relationship; and university pecking orders. Two figures are included. References and an index are included. (LMI)

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